

# The St Faith and St Martin Church of England Junior School, Lincoln

## Inspection report

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<b>Unique Reference Number</b>	120561
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	380061
<b>Inspection dates</b>	11–12 October 2011
<b>Reporting inspector</b>	Sue Hall

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Finn
<b>Headteacher</b>	Emma Nugent
<b>Date of previous school inspection</b>	15 October 2011
<b>School address</b>	Hampton Street Lincoln LN1 1LW
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## Introduction

The inspection was carried out by three additional inspectors. The inspection team observed 16 lessons taught by eight teachers. The inspectors held meetings with the headteacher, members of the governing body, staff and pupils. They observed the work of the school and looked at a range of documentation, including information about pupils' progress, child protection and safeguarding procedures. They looked at samples of pupils' past and present work and scrutinised responses from 62 questionnaires completed by parents and carers, 179 by pupils and 6 by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do all groups of pupils, especially girls and the middle and lower attainers, make consistent progress, particularly in mathematics?
- Has attendance improved to at least the national average?
- Do staff use assessment information well enough to provide activities that challenge pupils of different abilities, especially in mathematics?
- Is the monitoring of the work of the school by senior staff rigorous enough to accurately identify areas for further improvement?

## Information about the school

This average-sized junior school is in the centre of Lincoln. The proportion of pupils known to be eligible for free school meals is a little below average. The percentage with special educational needs and/or disabilities is slightly above average. The proportion with a statement of special educational needs, including pupils with specific learning difficulties and behaviour, emotional and social difficulties, is higher than seen in most schools. There are fewer pupils from ethnic minority groups than is the usual case and only a few speak English as an additional language. The school has gained recognition for aspects of its work, including Healthy Schools, International Schools and Eco awards.

There is before-school and after-school care provided for the pupils that is run by a private provider; this is inspected and reported upon separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This school provides a satisfactory quality of education. The care, guidance and support of all pupils are good. The pastoral care given to those whose circumstances make them vulnerable is often excellent, ensuring that they grow in confidence. Most pupils say they like school and particularly enjoy science lessons. Behaviour is good. Pupils have a good understanding of how to keep themselves and others safe, and enjoy taking on a wide range of responsibilities within the school community. The large majority of parents and carers are pleased with what is provided for their children and one rightly notes that, 'They go the extra mile to meet child and parent needs.

Pupils, including those with special educational needs and/or disabilities, make satisfactory progress. Many do well in English and when they leave the school a greater than average proportion reaches the higher levels in their speaking and listening, reading and writing. The picture in mathematics is, however, much more mixed. In recent years, pupils have not done as well in this subject because they do not always have a secure grasp of number operations or the confidence to solve mathematical problems speedily. The school has good procedures to support specific groups of pupils, including the highest and lowest attainers. However, a number of middle and lower ability pupils do not always make as much progress, or reach the levels that they are capable of achieving.

The quality of teaching and learning is satisfactory although very variable. Some teachers move learning on at a brisk pace but, at times, work is not well matched to pupils' different abilities. Inspection observations and samples of recent work confirm that teaching is more effective in English than in mathematics. Curriculum planning is satisfactory, and there are strengths in areas that promote personal, social and emotional development. Academic guidance is satisfactory, although the use of individual targets for improvement is patchy and feedback to pupils does not always identify specifically what they need to do to improve.

The leadership and management of teaching and learning, and the drive towards improvement, are satisfactory. The headteacher has a clear vision for improvement and recognises what needs to be done but the pace of development in key areas has not been consistent. School self-evaluation is very detailed but at times too generous and does not give sufficient weight to information regarding progress. Very recently appointed senior leaders and key subject coordinators have had few opportunities to identify and pursue the main priorities for improvement within the areas for which

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they hold responsibility. Governance is good with governors having a strong understanding of current strengths and weaknesses, and considerably improving their first-hand knowledge of the work of the school since the previous inspection. Procedures to safeguard pupils meet requirements and links with parents and carers, and partnerships with outside agencies, are effective. The school's capacity to improve is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**What does the school need to do to improve further?**

- Enable all groups of pupils to achieve their best in mathematics by
  - ensuring that average and lower ability pupils make consistent progress as they move through the school
  - extending the opportunities for all pupils to develop the skills to solve problems speedily.
- Ensure teaching and learning are consistently good by
  - matching the level of challenge in work to the abilities of different groups
  - making sure pupils understand their targets for improvement and recognise what they need to do to improve their work further.
- Improve the monitoring of the work of the school by extending the role of senior leaders in rigorously evaluating the quality of provision in areas for which they hold responsibility.

**Outcomes for individuals and groups of pupils****3**

Pupils enter Year 3 having attained standards that are a little above the expected levels and they leave Year 6 with skills that remain a little above the national average. There is, however, a particularly wide range of ability within each cohort and progress is inconsistent. A higher proportion than average exceeds the expected level especially in English. There is a relatively smaller proportion of average and lower attaining pupils in some classes and sometimes their needs are not met well enough. The small number of pupils speaking English as an additional language makes similar progress to their classmates and those new to learning English often make rapid progress.

Assessments indicate that girls have often not done as well as boys in mathematics and pupils known to be eligible for free school meals do not do as well as other groups. However, staff carefully monitor the progress of all individuals and groups and no significant differences were noted in the inspection. Achievement is satisfactory overall and some pupils achieve well. For example, in Year 4 pupils found out how to represent data in a bar chart. The enthusiastic approach of the teacher

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motivated the pupils and led to a buzz of industry and excitement, enabling the pupils to record measurements in decimals. Questioning was very well targeted so that it reflected a good level of challenge and expectation for each ability level.

Pupils of all ages value their school and appreciate the opportunities on offer. They have a good understanding of how to lead a healthy lifestyle, epitomised by one pupil’s humorous response that, ‘I’ve eaten so many apples my jaw is feeling funny.’ Staff work hard to ensure that the limited outdoor facilities do not have an adverse effect on developing an active lifestyle. The behaviour of most pupils is good, although several are quite passive in lessons and offer few ideas to discussions. There is a wide range of opportunities for pupils to make a contribution to the school community. These include the development of class rules, their involvement in buying equipment for the playground, and numerous roles as house captains and helpers. This leads to most becoming considerate and thoughtful young people who are aware of others, including their safety. This strong ethos successfully underpins good spiritual, moral, social and cultural development. The clear emphasis on developing as young citizens helps equip them satisfactorily for their future, although opportunities to develop awareness of life in multi-cultural Britain are more limited. Attendance and punctuality are good.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The quality of teaching and learning, while satisfactory, varies widely from outstanding to inadequate. Most lessons are enjoyable and several teachers have an

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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enthusiastic approach that makes learning interesting to the pupils. Some higher attaining pupils are very articulate when explaining how poets manipulate emotions and create layers of meaning in wartime poetry. Staff use interactive whiteboards well to provide information and clarify the aims of lessons.

Where teaching is at its best, staff make good use of information to provide work at the right level of challenge for pupils of all abilities. For example, in Years 5 and 6 pupils learn more about handling data by collecting information on wind speed and temperature. However, in some lessons explanations are not always clear enough, and staff do not take sufficient account of groups of pupils who should be working independently but are sometimes not on task. Very occasionally, the challenging behaviour of a few pupils is not managed effectively and has an impact on the learning of others.

Curriculum planning is satisfactory and there are good opportunities, including residential visits and school clubs, which motivate and enthuse pupils. Work on healthy lifestyles and Eco awareness, coupled with international links and language based activities including the Spanish club, all enrich learning and have been recognised by awards. The school has sufficient computer resources. However, these were used in few lessons during the inspection and the samples of recent work presented to inspectors showed limited examples of the use of information and computer technology to support learning.

The care, guidance and support of pupils are good overall and with particular strengths in the support for pupils whose circumstances make them vulnerable. The school notes with justifiable pride the good name it has for such work and the sometimes striking impact this has. This is especially evident in enabling most pupils with behaviour, social and emotional difficulties to settle and make progress in their personal development. Parents and carers are pleased with the recently extended programme of induction for new pupils into the school and recognise that this helps their children adapt quickly. The strategies to promote regular attendance and discourage holidays in term time have had a positive impact on improving attendance. The school has adopted procedures to involve pupils in assessing their own learning and that of others. Class targets for improvement are identified and widely displayed. While individual targets are set, questionnaires and discussions indicate that several pupils do not know their specific goals and how well they are doing in their work.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

The governing body is very well led, accurately informed of the strengths and weaknesses in provision and takes seriously its responsibility to act as a critical friend of the school. Governors are now taking the initiative in strategic decisions which is helping the school move forward. The headteacher has a secure grasp of the quality of teaching and learning and the areas for further improvement. Provision for pupils with additional needs is well led and managed. Recently appointed senior leaders, including the temporary appointment of a deputy headteacher as assessment coordinator, are at an early stage in developing their roles. Staff increasingly recognise the importance of data in tracking pupils’ progress. The new English and mathematics coordinators understand what is needed and are keen to be involved in the rigorous monitoring of planning, teaching and learning. However, in the last few years as a result of several staff changes, periods of extended absence and temporary appointments, the pace of improvement has not been smooth. The school promotes equality of opportunity and tackles discrimination satisfactorily although the needs of specific groups of pupils have not always been prioritised sufficiently.

Parents and carers are provided with a good range of information, including weekly newsletters, and are well informed of, and involved in, the life of the school. A well-organised range of partnerships with external agencies has a particularly positive impact on the provision for pupils with additional needs. The school can point to striking examples of the impact this has had on the life chances of some pupils. Partnerships with the feeder infant school are developing well, particularly in shared activities focused on assessment and pupils’ achievement. The school carefully checks the suitability of all those who work with the pupils. The accommodation is maintained to a high standard, and provides an attractive and safe environment that supports learning well. The school has good links with a range of groups and organisations in the local area. There are also links with national and international bodies, including several with schools in other countries, which make a positive impact on curriculum enrichment and promote community cohesion well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

The number of parents and carers who responded to the inspection questionnaire was a little below average. All of those who did respond believe that teaching and learning is good. Several note they like the improved transition arrangements and think that, 'As parents we feel very welcome, informed and consulted.' Most believe that their child enjoys their time at St Faith and St Martin's and as one notes, 'My daughter loves school and always comes home with a smile on her face.' Almost all consider their children are looked after well and kept safe. Only a small number disagree with any aspects of the schools work. A few would like a little more information about progress and ideas of how to support their children's learning at home. A small number note that their child has not made as much progress in mathematics as English and do not think that leadership and management are good. The inspection team consider that the information provided to parents and carers is good and that teaching, learning, leadership and management are satisfactory.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The St Faith and St Martin Church of England Junior School, Lincoln to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	50	29	47	2	3	0	0
The school keeps my child safe	45	73	16	26	0	0	1	2
The school informs me about my child’s progress	14	23	41	66	4	6	0	0
My child is making enough progress at this school	26	42	28	45	2	3	0	0
The teaching is good at this school	34	55	28	45	0	0	0	0
The school helps me to support my child’s learning	27	44	29	47	4	6	0	0
The school helps my child to have a healthy lifestyle	23	37	35	56	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	55	23	37	2	3	0	0
The school meets my child’s particular needs	28	45	29	47	4	6	0	0
The school deals effectively with unacceptable behaviour	23	37	35	56	2	3	1	2
The school takes account of my suggestions and concerns	26	42	32	52	2	3	1	2
The school is led and managed effectively	29	47	26	42	4	6	1	2
Overall, I am happy with my child’s experience at this school	33	53	27	44	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 October 2011

Dear Pupils

**Inspection of The St Faith and St Martin Church of England Junior School, Lincoln, Lincoln, LN1 1LW**

Thank you for welcoming the inspection team to your school. We enjoyed talking to you and looking at your work. A special thank you goes to the group of pupils who met one of my colleagues and shared their views about the school. I particularly liked chatting to some of you at lunchtime and listening to your ideas about the poems that you are studying. The inspection team judged your school to be satisfactory. This means that it is doing some things well and there are things it could do better. This is what we found out about your school.

- Most of you make at least satisfactory progress and a good proportion of you reach the higher levels in some areas of your work.
- The large majority of you achieve well in English and some of you read and write really nicely.
- Your behaviour is good, and you are thoughtful and considerate young people.
- The support for those of you who find learning difficult is good.
- You know how to keep safe and enjoy taking on responsibilities in school.

To improve your school further, we have asked those in charge to make sure that:

- you make more progress in mathematics so that you become more confident in your calculations and can solve problems quickly
- staff make sure that your work contains just the right amount of challenge and that you know what you need to do to improve
- senior staff check the work of the school even more thoroughly to identify what else can be improved

You also have a part to play in helping your school by trying even harder to take part in discussions.

Yours sincerely

Sue Hall  
Lead inspector

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